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ABSTRACT

The model for career education in higher education describes sample characteristics and activities for each of the model's seven components: faculty-staff inservice, counseling and guidance, instructional program, field experience in the world of work, community involvement, placement services, and evaluation. An annotated bibliography for career education in higher education contains 81 entries of books, journal articles, handbooks, reports, manuals, guides, monographs, and bulletins, all published since 1966, all but a few since 1972. The entries are grouped into categories coordinated with the model's seven components and one general background heading. (JR)

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A MODEL FOR CAREER EDUCATION IN HIGHER EDUCATION

Developed at the
University of Wisconsin-Madison
Summer, 1975

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Introduction

This model for career education in higher education was developed as part of the activity in a seminar in the Administration of Career Education. The model is an attempt to illustrate how the principles of career education can be applied within the educational community beyond high school. It represents ideas gleaned from extensive reading in a variety of publications, from visits to post-seconday institutions which have initiated activity in career education, from personal experiences in three quite different higher education institutions, and from thoughtful discussion and interrogation in the seminar itself.

It is hoped that the materials presented here will be of value to those in higher education who are seeking to find some way to "get a handle" on the broader and sometimes nebulous concept called "career education." It is with a conviction that the young people and adults who come to our institutions will be better served through career education that this model is presented for others to review. Much work needs to be done beyond this model--yet, what is presented here appears to be unique within the literature on career education and hopefully will meet an expressed need for many persons.

R. A. Ristau

A DEFINITION OF CAREER EDUCATION IN HIGHER EDUCATION

Career education is a sequential educational activity beginning in the primary grades and continuing throughout the individual's life. The desired outcome of the activity is to provide the individual with a positive attitude toward self and work, an appreciation of the contribution of work to life and personal satisfaction, accurate job information with which to make realistic career choices, and specific occupational knowledge and skills. It is viewed as an integral and important part of the individual's total educational experience.

In the educational setting beyond high school, the institution must deal with students at varying stages of career development. Assistance with career development tasks should be part of the curriculum which reaches all students and should be included in many courses; career-oriented teaching should permeate the entire curriculum. Career education also must provide counseling, guidance, and placement services by both specialists and faculty that are designed to aid career development. Through career decision-making, students should be led to opportunities to develop that skill and knowledge which will permit them to pursue and have success in their chosen careers. The effective implementation of career education requires drawing upon a vast variety of community resources, including representation of business, labor, parents, and service groups, to enrich classroom learning and to help provide experiences for all students in real work settings.

Career education seeks to reach all age groups as well as special target populations with unique needs. It is concerned with persons securing, updating, or changing their career choices to help meet manpower, community, and personal needs. Career education seeks to fill a void in the present educational structure by making all education more meaningful and relevant in terms of the student's chosen career and life goals. By breaking down the traditional barriers between education and the world of work so often found in our institutions of higher learning, the student is assisted in a meaningful way in the transition from school to work.

COMPONENTS OF CAREER EDUCATION IN HIGHER EDUCATION

There are several major components in a program of career education. Each component must be treated and developed if career education is to be accomplished and its goals achieved. Career education is achieved when all of the components operate in harmony with each other; the whole (program) becomes greater than the sum of the parts (components). Insights into the operation of each component, including an identification of characteristics, activities, and additional references to the subject matter, are presented in the remaining pages of this model.

The components listed below are not presented in a sequential manner; the implementation of career education can be initiated through activities in any of these components. Yet, it is acknowledged that the initiation and development of a career education program depends in large part upon an informed faculty and staff who have a commitment to the career education concept; thus, faculty-staff inservice is often one of the first activities undertaken when implementation begins.

The components are:

1. Faculty-Staff Inservice.
2. Counseling and Guidance.
3. Instructional Program.
4. Field Experiences in the World of Work.
5. Community Involvement.
6. Placement Services.
7. Evaluation.

The Faculty-Staff Inservice Component

I. This component, to be achieved with any measure of success, must develop an informed commitment to career education. Inservice activities should be effective learning situations. The following characteristics are important to its success.

A. Faculty and staff are involved in planning and conducting the inservice programs.
B. Needs of the local faculty and staff are identified and met.
C. Competencies desired for faculty and staff who participate in career education are developed.
D. Both formal and informal inservice activities are utilized.
E. Planned activity is both longitudinal and sequential and includes involvement in learning experiences.

II. Examples of inservice planning and programming are presented here to illustrate some of the above principles.

A. In a technical institute: As a means of introducing, re-introducing or reaffirming the necessity of career education, a seminar was held for the entire faculty and staff. The program involved leaders or innovators in the

field of carcer education who attempted to kindle or rekindle the participants' enthusiasm for responsibilities of career education at their level and in their various positions. A survey of the total staff, in an attempt to determine their knowledge of, and attitude toward career education, preceded the seminar.

B. In a small liberal arts college: A joint inservice workshop with a local vocational-technical institute was held. The workshop was designed to break down isolation tendencies common to both institutions, to introduce the faculties ("Getting a look at the 'enemy'"), and to arrive at an understanding of the balance necessary between career-oriented and liberal arts studies in the curriculum. The workshop began with a panel discussion of the place of career education in post-secondary education. Prior to the workshop the liberal arts faculty read background material in career education.

C. In a large university: 25 faculty members from 15 different departments met as members of a career education cadre. Their inservice, which continued over a span of two academic years, included group discussion of career education philosophy, concepts, and program operations. Representatives of the State Department of Education met with the cadre on several occasions to bring the state's program to these faculty. One full day of inservice was conducted to orient these faculty to the newly developed state model and to have them participate in inservice activities similar to those conducted for K-12 faculties around the state. Members of this cadre then brought career education information back to the faculty of their own departments, undertook the development of materials that could be used in instructional programs within their departments, conducted inservice programs for their departments or colleges, and now serve as consultants to local K-12 districts who need assistance with planning and/or local inservice programs.

III. Additional references: see bibliography items 20-26, and 4, 12, 47, 81.

The Counseling and Guidance Component

I. This component places career counseling and guidance into a perspective which includes responsibilities for counseling specialists and also for faculty. Classroom activities are seen as vital to the total effort to help persons establish a sense of direction and move toward effective career decisions. The following are characteristics basic to this component:

A. Faculty and counseling sepcialists perceive their individual and collective roles.
B. Objective self-analysis data, through testing and other exercises, which can be used by students in the career planning and decision-making processes is provided.
C. Current labor market and job demand information which is accurate and which can be interpreted in terms of immediate and future career decisions is made readily available.
D. A variety of career development activities and opportunities for students/faculty to be involved both in classroom settings and in other formal and informal on-campus and off-campus settings are provided.

II. Examples of counseling and guidance activities are presented here to illustrate some ways in which this component can be handled.

A. In a technical institute: Guidance counselors were assisted with the task of being well-versed and knowledgeable about labor market conditions and job descriptions in the many and varied programs offered in a post-secondary institution. A plan was developed for de-centralized counseling; counselors were assigned to various career clusters or a department within the institution. Closer working relationships with the major instructors and the assigned department gave the counselors a greater "handle" on a segment of the labor market.

B. In a small liberal arts college: The career education director schedules individual and group counseling sessions with freshmen and sophomores. The target population is non-teaching majors, although interested teaching majors and undecideds are welcome. The goal is to make the students aware of self-needs, career options, and the activities they will have to pursue while in college to make them more competitive in the employment market.

C. In a large university: The program is under the general direction of a Career Planning Director who is employed in a Career Planning and Placement Center. Individual personnel and career counseling is provided in the center. Campus-wide activities are coordinated through a Cooperative Career Planning Committee (CCPC). The CCPC includes a representative from each college and department (academic) on campus. It gives direction and suggestions for career planning activities at the campus, college and/or department levels. Examples of activities conducted during an academic year include: general publicity to career planning activities on campus, sponsorship of informal Life Style Groups and Career Exploration Groups, a career awareness day for high school seniors, dorm-centered programs of career information, publication of a "Directory for Career Planning Through College Majors," provide small sums of money for faculty projects including materials and slides development, support and encourage classroom exploration and planning including the administration and interpretation of an interest inventory form to classes in an introductory business class.

III. Additional references: see bibliography items 27-38, and 5, 12, 41, 45, 47, 50, 64, and 70.

The Instructional Program Component

I. Career education must find its way into the curriculum of the educational institution. For career education to meet student needs effectively, the following characteristics, which are basic to success in this component, must be an inherent part of the instructional program.

A. A variety of learning activities must be developed in courses throughout the curriculum.
B. Faculty are informed about career education, appreciate the importance of assisting career development through classroom activities, and see the career relevance of their courses.
C. Courses, including at least one basic or introductory course, in each college or department, provide instruction dealing with one or more aspects of career development, planning, and decision-making.

D. Instruction deals with concerns related to the development of personal skills and attributes, including the development of positive self-concept and positive attitude toward work, and personal characteristics which lead to success on the job.

E. Values and attitudes important to career decision-making are included in the basic or introductory course and other courses where appropriate.

F. Career awareness and occupational explorations are facilitated in several courses which lend themselves to such activities.

G. Courses which develop skill, knowledge and attitudes needed for successful entry into and pursuit of a chosen career are made available and upgraded continually with assistance and feedback from students and the employing community.

H. Faculty draw upon those community resources which can supplement and enhance their knowledge (or lack of knowledge) of occupations and various career fields.

I. Career education activities and instructional units provided within departments or colleges are coordinated through faculty discussion on a college or departmental level to avoid needless and undesirable duplication of activities.

II. Examples of instructional program activities include the following:

A. In a technical institute: One-year, two-year and adult career preparation (skills development) programs are supplemented with activities relating to values and value clarification. For example, one activity in a Communication Skills course consists of the students listing, in order of importance, ten values which may be applied to their own lives. Each student relates their values to a career choice, analyzing their potential success and satisfaction with that choice.

B. In a small liberal arts college: In response to the college placement council's position statement of January, 1975, the addition of a minor in business was found to be extremely useful to liberal arts graduates seeking employment in business careers. Although the financial strain made additional faculty economically unfeasible, the educational background of the financial aid officer had prepared her to teach the necessary business courses.

C. In a large university: The College of Business requires all freshmen students who do not have an extensive background in business to take an introductory course entitled "Business Enterprise." Ninety percent of the freshmen take the course, and the content of the course includes an emphasis on business organization and functions as well as career information and planning. Some specific topics included in the course include: meaning of work, looking at one's own self, investigating the work milieu, using career "tests," analyzing career goals, value systems, changing patterns in the work force (including role of women and status of minorities), and plans for self-improvement.

III. Additional references: see bibliography items 39-50, and 4, 22, 28, 58, 59, 62, 67, 69, 72, 81.

The Field Experience In the World of Work Component

I. This component effectively extends the classroom beyond the traditional walls of academia. It is presented as an educational experience which is not necessarily unique in each institution or unique to career education, but it does speak to many areas of the total educational program which often do not include such experiences as part of the total education provided for students. Both the traditional cooperative education program used in vocational-technical areas and the field-work observation programs provided in career exploration areas are accommodated here. The educational benefit provided by the experience and the harmony between the classroom teaching-learning are important aspects of this component. These characteristics are important to the potential success of activities related to this component:

A. Faculty who are knowledgeable of and prepared for making this a valid educational program direct and supervise it.
B. Educational benefit is drawn from the experience on a planned basis through student and faculty interaction and evaluation.
C. Work experience, internship, and cooperative education programs are developed in conjunction with employers and consistent with the goals of career education.
D. Job observations and exploration opportunities are provided in work settings for students as exploration experiences or as an adjunct to preparation programs where work experience is not possible.
E. Experiences in the world of work are provided at the point of student readiness.

II. Examples of field experience program activities include the following:

A. In a technical institute: Students in Distributive Education undertake a full-time Internship during their third semester. A nine-week period of employment is supervised by their employer and teacher-coordinator. Their training is progressive in content and adheres to a pre-planned training agreement. The Intern receives both pay while employed and credit in school. Evaluation is made weekly by the student at 2-3 times during the internship period by the training sponsor (employer).

B. In a small liberal arts college: A practicum in related work during the junior year is a graduation requirement. Close cooperation is established between the career education director, the department members, and the receiving sponsor. The students are responsible for initiating the contact with a sponsor, implementing the work experience, and evaluating self-growth and learning. The faculty members, the director, and the sponsor evaluate the experience in terms of student growth. Credit is awarded for documented learning experiences.

C. In a large university: Accounting majors, in their third or fourth year, can work for 15 weeks with a large auditing firm of national reputation under the supervision of an accounting faculty member. Students are employed full-time and receive six academic credits for their internship. The accounting professor works with the business communities of nearby metropolitan areas in developing internship possibilities for students. An advisory committee of representatives of the accounting profession is used as a sounding board for the program innovations and operations.

III. Additional references: see bibliography items 51-60, and 44, 48.

Community Involvement Component

I. Community involvement is a basic characteristic of career education since influences on career development come from many people and many places. The community is drawn upon for a number of meaningful experiences, hopefully under knowledgeable and informed leadership. The community is seen as an equal partner in this activity. Important characteristics are:

A. Close and constant attention is required on the part of faculty and staff.
B. Input by future employers and students is provided through special committees.
C. Fact-finding groundwork and the development of relationships with the community power structure is required.
D. Formal and informal approaches are appropriate.
E. Community is considered as an extension of the school and classroom, and it is seen as a valuable source of information.
F. Mutual respect and understanding is the basis for two-way communication.
G. Both the school and the community derive benefits from working with each other.

II. Examples of community involvement program activities include the following:

A. In a technical institute: The students in a retailing class utilize the local community to compare and contrast various retailing methods. Visits to a large chain store, a department store (locally owned), and a specialty store provide an enriched learning laboratory. The students tour each of the stores, learn about procedures used in the stores, discuss problems faced in the operation, and interact with adult workers, regarding career opportunities in the various operations.

B. In a small liberal arts college: As an initial task, the career education director lays a foundation for community involvement by making personal contacts with government, business, and social leaders in the community. During the meetings with these individuals, the director explains the rationale behind community involvement, discusses the ideas of expanding the boundaries of education beyond the classroom, and seeks the individual's ideas and suggestions for future direction and activities. On the basis of the interest shown by the community leaders, the director formulates some initial plans for membership of an advisory board.

C. In a large university: An ad hoc committee, with representatives from a community college, the business community, and area schools, was formed to review a teacher education program. The committee discussed at length the present curriculum, needs as they perceived them, and made recommendations to the department which developed the program. After the program was revised, following many of the ad hoc committee's suggestions, the department sent copies of the revised program to the committee members.

III. Additional references: see bibliography items 61-67, and 43, 55, and 57.

Placement Services Component

I. The placement service function extends into the employing community and provides a variety of help for students and employers. Beyond the job-locating function, other important services also are rendered in the placement component. Characteristics are:

A. All faculty are involved, especially those with roles as program advisors.
B. Placement is a major goal of the program and institution.
C. Up-to-date information on job openings is provided.
D. A continuing placement service is provided to students and graduates.
E. Accurate and timely descriptions of jobs are available.
F. Follow-up studies on students are utilized to upgrade the placement services and the instructional program.
G. Students become familiar with techniques for seeking and obtaining a job.
H. Relationships with the business community are cultivated to identify job openings and to provide greater accessibility to students.

II. Examples of placement services program activities include the following:

A. In a technical institute: Area businessmen participate in a "Career Day" to allow diploma and associate degree candidates to further investigate local career opportunities. Time is provided for students to talk with individual businessmen on a one-to-one basis. A panel, composed of six business leaders, discusses concerns, such as, the local labor market picture, and expansion plans of local business and industry, and what it takes to succeed in various career areas. Time is set aside for specific questions from interested students.

B. In a small liberal arts college: Taped interviews with alumni currently employed in specific occupational fields are available to students in the library. The interviews deal with both negative and positive aspects of the graduate's education as it relates to the career and with suggestions for additional learning experiences that might be helpful in career preparation. These interviews are utilized to assist students contemplating identical or related careers. Student assistants help tape the interviews and work with the career education director to keep the tapes current.

C. In a large university: The placement office each week distributes to all academic departments a list of job vacancy notices which are listed with the office. One department clips out those notices which refer to jobs for which their graduating students would be eligible and posts these notices on a bulletin board which is readily seen by students. One faculty member of the department also assumes responsibility for coordinating notices of job vacancies which are communicated directly by employers to members of that faculty.

III. Additional references: see bibliography items 68-76, and 39, 42, 45, 56.

Evaluation Component

I. Evaluation in career education must be an on-going process. Feedback from various groups and program participants should be used in guiding the initial and continuing development of the program. The oft-felt threat of

evaluation should be negated by participation on the part of faculty and others in early stages of evaluation design and in subsequent decision-making activities. Basic characteristics include:

A. Evaluations are conducted by internal and external personnel.
B. Faculty, staff, and students are involved in assessing and evaluating programs.
C. Evaluation data is communicated to program participants; recommendations and conclusions are used to upgrade and revise activities.
D. Evaluation is seen as a positive and constructive activity aimed at improvement.

II. Examples of evaluation program activities include the following:

A. In a technical institute: A follow-up study is administered to graduates who have been out of school for one year. Questions included are concerned with their employment (whether it is related or unrelated to their training), their satisfaction of the job, was the job accurately presented by counselors and instructors, strengths of the training program in which they were enrolled, and suggestions for improvement in the program from which they graduated.

B. In a small liberal arts college: A faculty-community-student committee evaluates the entire program annually. The committee contacts community sponsors for the field experience practicum, faculty advisors, students attending the college, and students who have graduated within the last five years. The committee works closely with the career education director to synthesize the information gained from the various contacts, to spot weaknesses in the program, and to recommend solutions.

C. In a large university: Students evaluate instruction by using instruments developed by the student senate. Forms are distributed to students through the faculty, but a student in each class distributes and collects the instruments while the faculty member is out of the classroom. Instruments are delivered by the student to an evaluation center where the data is machine processed. The evaluation forms, which contain some subjective comments, are then sent to the faculty member for personal review. The statistical tabulations are printed and distributed to faculty and students. Faculty use the results to upgrade their instruction.

III. Additional references: see bibliography items 76-81, and 39, 42, 45, 56.

AN ANNOTATED BIBLIOGRAPHY FOR CAREER EDUCATION IN HIGHER EDUCATION

The following references are presented as desirable sources of information dealing with career education in higher education. A brief annotation for each entry will give the reader some insight into what is contained within that reference. This bibliography is not exhaustive, but it does present a number of items considered worthy of further reading for career education planners and implementers.

After the first category of general background references, this bibliography is organized into sections according to the components presented in this model.

A. General Background.

1. American College Testing Program, EMERGING STUDENTS AND THE NEW CAREER THRUST IN HIGHER EDUCATION, Special Report Five, 1972.

Contains thoughts on how post-secondary institutions, the military included, will respond to demands of the seventies for opportunities for career education. Questions the relevance of higher education in our present society. Looks at both present practices and future needs and accuses present practitioners in higher education of having a limited view of their responsibilities by holding to the outmoded notion that education occurs only within four walls. Discusses problems with career education and "emerging students".

2. Bailey, Stephen, "Career Education and Higher Education," EDUCATIONAL RECORD, Vol. 54, No. 3, Fall 1973, 255-260.

Discusses general methods by which higher education can aid career education. Disputes the contention that higher education has always been career-oriented. Calls upon graduate schools to provide more in-service and continuing education. Challenges undergraduate schools to blend vocational training and liberal education to equip students to deal with the human condition. Argues that all levels of education must prepare individuals to both make a living and live a life.

3. Bottoms, Gene, CAREER DEVELOPMENT EDUCATION KINDERGARTEN THROUGH POST-SECONDARY AND ADULT LEVELS, Georgia Department of Education, 1973.

Concise statement of the operating principles of career development education, prefaced by an explanation of career development education. Sets forth the objectives and elements of such a program and affords the reader an understanding of the inter-relationship of post-secondary and K-12 programs.

4. Childers, B. E., and Charles Nichols, POSTSECONDARY CAREER EDUCATION, (Career Education Monograph No. 5), Center for Occupational Education, North Carolina State University, Raleigh, North Carolina, 1973.

The "professional responsibility and preparation" of the post-secondary teacher is stressed. Curriculum and resources are discussed as to relevency. Political-geographical problems are noted with regard to vocational and/or technical program availability. Terms such as "re-entry preparation", "lattice", "career modification", and "career termination adjustment" are discussed.

5. College Placement Council, Position Statement, FOUR YEAR LIBERAL ARTS GRADUATES: THEIR UTILIZATION IN BUSINESS, INDUSTRY, AND GOVERNMENT-THE PROBLEM AND SOME SOLUTIONS, January, 1975.

Discusses employment problem of an increasing number of liberal arts graduates. Suggests means for making graduates less naive about the job market and more competitive in seeking meaningful careers. Calls upon institutions of higher education to provide more opportunites for career advising, and career related courses. Concludes with up-to-date bibliography of career materials for colleges and universities.

6. Goldhammer, Keith and Robert Taylor, CAREER EDUCATION: PERSPECTIVE AND PROMISE, Charles Merrill Publishing Company, 1972.

Presents a variety of topics on career education by various authors. The "careers curriculum" chapter deals with those life roles that are important and which should be fostered through education. Gives some models and overviews of career education programs.

7. Hardin, Clifford, THE GOALS OF HIGHER EDUCATION AND THE MAN POWER NEEDS OF A CHANGING SOCIETY, LIBERAL EDUCATION, Supplement to Vol. 60, No. 1, March, 1974, 81-84.

Recognizes the need for career-oriented curriculum but argues for balance between vocationally skilled and broadly-trained students.

8. Hoyt, Kenneth, et al, CAREER EDUCATION: WHAT IT IS AND HOW TO GET IT, Olympus Publishing Co., 2d ed., Salt Lake City, 1974.

Offers basic foundation in career education for the reader. Instructs reader in understanding career education, why we stand in need of it, and how career education developed. Also contains practical solutions for implementation and a discussion of the contributions the movement can make to society. While sections of the book are devoted to K-12 material, college personnel should find the offerings useful. Touches very lightly on changes needed in teacher education.

9. Keeton, Morris, CAMPUS RESPONSIBILITIES FOR THE FIT BETWEEN TRAINING AND JOBS, JOURNAL OF HIGHER EDUCATION, Vol. 43, No. 3, March, 1972, 249-255.

Editorial response to the papers and panel at the Invitational Seminar on Higher Education, Work, and The Professions held in Washington, D.C., October 14-16, 1971. Challenges campuses to educate people by enabling them to make rationale choices and by fostering inquiry.

10. Magisos, Joel H. (ed.), CAREER EDUCATION, Third Yearbook of the American Vocational Association, Washington, D.C., 1973.

Thirty-one chapters present a variety of information on career education. Major topics include foundations, relevant concepts, conceptual and operational models, and perspectives of career education. Includes three chapters dealing specifically with career education beyond high school.

11. Marland, Sidney P., CAREER EDUCATION, A PROPOSAL FOR REFORM, Mc-Graw Hill Book Co., 1974.

Marland provides an interesting perspective of developments leading up to his announcement that career education would become a top national priority. Implications for change within society and the educational systems are presented and discussed. Some specific suggestions are made for school-community programs.

12. Marland, Sidney P. (ed.), ESSAYS ON CAREER EDUCATION, Northwest Regional Educational Laboratory, Portland, Oregon, 1973.

This collection of essays is drawn from various disciplines and is directed toward various levels of education. Of particular interest to those involved with career education at the post-secondary level are the following essays:

Career Education for Women: An Opportunity to Change the Theme.
Broadening the Concept of Career Education.
The Role of Community Colleges in Career Education.
Manpower Programs as Career Education.
Career Education at the Post-Secondary Level: A Mission for the Four-Year Colleges.
Career Education and the Black Student.
Implications for Future Research.

13. McGrath, Earl J., THE TIME BOMB OF TECHNOCRATIC EDUCATION, CHANGE, September, 1974, 24-29.

Seeks balance between career preparation and value education. Calls for clarification of values. Vocational preparation must be joined with a solid understanding of societal trends. Believes education must be extended beyond the superficial "acquisition of facts and skills". Calls for re-orientation of college education.

14. Michigan Department of Education, CAREER EDUCATION HANDBOOK FOR IMPLEMENTATION, Lansing, Michigan, 1975.

This Looseleaf binder contains seven pamphlets dealing with subjects important to the planning and implementation of career education. Includes steps in generating a local plan and identifying resource materials. Designed for use by K-12 districts. Has some ideas adaptable to higher education, particularly in terms of planning and accountability.

15. Report of a Special Task Force to the Secretary of Health, Education, and Welfare, WORK IN AMERICA, MIT Press, Cambridge, 1972.

Findings of the Task Force support the contentions of career educators that work is central to life and that career education must be available to adults who wish alternate careers. The centrality theme is underlined by the conclusion that economic uncertainty is the major influence on family stability and that worker satisfaction is the major indicator of longevity. Suggestion: This might be read in conjunction with Studs Terkel's WORKING for a comprehension of societal attitudes toward work.

16. Shook, Mollie W. and Robert L. Morgan, A MANUAL FOR THE IMPLEMENTATION AND ADMINISTRATION OF CAREER EDUCATION PROGRAMS (Career Education Monograph No. 1), 11-12, Center for Occupational Education, North Carolina State University, Raleigh, North Carolina, 1973.

The absence/inclusion of career education at the post-secondary level is discussed. Career education at this level is stressed as to its necessity in implementing short and long-range goals at all levels.

17. Terkel, Studs, WORKING, Pantheon Books, N.Y., 1974.

The sub-heading, "People talk about what they do all day and how they feel about what they do," gives an insight into the nature of this book. Over 120 worker stories are included, with jobs ranging from farmers to housewives, from ex-president of a conglomerate to a hooker, and from a hockey player to a model. Provides insights into work values and life styles of a cross-section of America's working class.

18. Watts, A. G., HIGHER EDUCATION AND EMPLOYMENT, UNIVERSITIES QUARTERLY, Vol. 29, No. 1, Winter, 1974, 96-103.

Charges that the failure to face the relationships between education and employment has resulted in problems with self-concept and social role for youth. Cites the failure of colleges and universities to provide opportunities for career exploration and "working" knowledge, in spite of the vocational interests of most college students. Concerned with the social "costs" of graduate unemployment. Recommends improved guidance and counseling, easier system entrance and exit, and an end to the credentialing function of higher education.

19. Vermilye, Dyckman W. (ed.), LIFE-LONG LEARNERS - A NEW CLIENTELE FOR HIGHER EDUCATION, Jossey-Bass, 1974.

This series of articles attempts to aid institutions of higher education in becoming more attractive to adult learners by adopting new methods of serving students, such as, learning contracts, credit for experience, open universities, cooperative education, performance-based curriculum, community-based guidance, etc. The articles stress the implications of the "buyers market" and the imperative of positive

responses to the changing educational needs of society. This collection critiques the present educational structure, examines new programs, speculates on future developments, and discusses internal problems in academe.

B. Faculty-Staff Inservice.

20. Center for Vocational and Technical Education, SELF-STUDY TRAINING PROGRAM FOR THE IN-SERVICE COORDINATOR IN COMPREHENSIVE CAREER EDUCATION, The Ohio State University, 1973.

Five modules provide an overview of the in-service coordinator's role. The package includes a slide-tape presentation, but the manual also contains a complete transcript of each taped presentation. Modules are self-instructional and contain references for further study. The materials are designed to develop awareness of roles and functions and does not attempt to develop competencies in related areas.

21. Center for Vocational and Technical Education, STAFF DEVELOPMENT UNIT INSTALLATION PROGRAM FOR COMPREHENSIVE CAREER EDUCATION, The Ohio State University, 1972.

This publication was developed for use in the school-based model program. Although it relates to specific needs in the school-based model, it contains suggestions for in-service coordinators that appear to be of general value and it develops ideas and materials useful in working with teachers in in-service programs. Included are four "mini modules" suitable for in-service use.

22. Clark, Marvin, THE CONTRIBUTION OF FOUR-YEAR COLLEGES TO EDUCATION FOR BUSINESS, FOUNDATIONS OF EDUCATION FOR BUSINESS, 296-305, National Business Education Association, Reston, Virginia, 1975.

Speaks to business teacher-education institutions. The need for business teachers to be well-informed on the "real" business world is stressed as a vital necessity to effective teaching of business careers. A basic background and commitmentto teaching is also noted as being vital. Generalizable information contained in this discussion can guide in-service planners.

23. Hansen, L. Sunny, Mary Klaurens, and Wesley Tennyson, ORIENTING PROSPECTIVE TEACHERS TO CAREER EDUCATION, TECE Project, Module 1, University of Minnesota, Minneapolis, Minnesota 55455, September, 1973.

Developed as part of the "Teacher Education for Career Education" project, this model emphasizes career development and presents a good variety of topics suitable for faculty in-service. Includes topics dealing with needs of youth, career dilemmas and social issues, career development, relating to the developmental tasks, and behaviors which characterize developmental tasks.

24. Odbert, John L., and Eugene Trotter, CAREER EDUCATION PERSONNEL MODEL, School of Education, The University of Michigan, 1974. (Final Report, Project No. 8082-C).

This is a study done on the competencies needed by teachers and administrators who participate in career education programs. Identified competencies are ranked according to perceived importance. Provides insights into in-service needs for staff development and provides a model for developing local in-service plans.

25. Project ABLE, INTRODUCING CAREER EDUCATION TO TEACHERS: A HANDBOOK FOR CONSULTANTS, LEADERS, AND TEACHER EDUCATORS, Northern Illinois University, 1972.

This handbook was produced as part of the materials in Project ABLE, an elementary education project. The project emphasizes teacher-learner activities which develop career awareness with extensive utilization of community resources. This handbook contains a variety of ideas for teacher-involved inservice programs relating to this project.

26. Swanson, Gordon, and Robert Jervis, PROFESSIONAL DEVELOPMENT, Career Education Monograph No. 8, Center for Occupational Education, North Carolina State University, 1973.

Proceeds from the assumption that the key to successful career education lies through active faculty and staff involvement. Since involvement must be preceded by professional development activities, the bulk of the selection is devoted to concise descriptions of in-service activities. Although the monograph is written with the public school in mind, there should be enough similarity in in-service activities to make the contents valuable to people at the post-secondary level.

C. Counseling and Guidance.

27. Blough, Roger M., BUSINESS CAN SATISFY THE YOUNG INTELLECTUAL, HARVARD BUSINESS REVIEW, January-February, 1966.

Speaks to the criticisms of business made by the young college intellectuals. It is written as a tool to be used by post-secondary guidance counselors in dealing with career perceptions of college students.

28. Campbell, Robert, et al, CAREER GUIDANCE: A HANDBOOK OF METHODS, Charles Merrill Publishing Co., 1973.

Provides a view of current career guidance methods organized according to type of student population, educational level, and type of method. Suggests steps to tailor methods to local conditions. Includes description of curricula designed to motivate career exploration and to facilitate decision-making. The results of a nation-wide computer search on career guidance methods is included in a lengthy annotated bibliography.

29. Chapman, Elwood N., COLLEGE SURVIVAL, Science Research Associates, Inc., Palo Alto, California, 1974.

Aims at helping an individual become a successful college student, whether in a two or four-year institution. Major concerns of higher education which confront a post-secondary candidate are discussed. Of special interest are the chapters dealing with inventory tests, career hunting, the length of training and attitude. A special chapter dealing with the problems faced by adults in their 30's, 40's, 50's and 60's. Relates to problems facing post-secondary counselees.

30. Ginn, Robert, COUNSELING THE UNDECIDED STUDENT, JOURNAL OF COLLEGE PLACEMENT, Vol. 34, No. 2, December, 1973-January, 1974, 42-45.

Describes the tactics used to reach the 30% of the graduating class at Harvard who have no definite career plans. "Vocationally undecided" students have definite self-concept limitations and benefit from individual counseling. "Professionally undecided" suffer from lack of job information or ability to make career decisions. Recommends more leaves of absences and assistance in acquiring work experience while in college.

31. Gummere, Richard M. Jr., DIG/COLUMBIA UNIVERSITY'S PROGRAM TO HELP STUDENTS FIND ANSWERS, JOURNAL OF COLLEGE PLACEMENT, 38-45, The College Placement Council, Inc., Bethlehem, Pennsylvania, April-May, 1972.

Describes Columbia University's program which teaches students to identify connections between successes in life, and to recognize emerging patterns that be relevant to career direction. Specific illustrations are noted along with suggested individual and group activities which may be used by institutions of higher education in helping students make career decisions.

32. Healey, Charles, CAREER COUNSELING IN THE COMMUNITY COLLEGE, Charles C. Thomas, 1974.

Describes a range of counseling methodologies for aiding the career development of youths and adults. Aims to equip the counselor to deal with diverse career needs and to make guidance personnel responsive to the needs and demands of career education. Specifically concerned with dealing with non-traditional students. Lengthy bibliography of counseling and career development materials.

33. Holland, John L., MAKING VOCATIONAL CHOICES, A THEORY OF CAREERS, Prentice-Hall, Inc., Englewood Cliffs, N. J., 1973.

This book presents insights into a theory of career development and occupational decision-making that is different from many others and based on Holland's research over many years. The material deals with an investigation of personality types, environmental models, and people in environments. Includes practical applications of the theory. Appendices contain examples of materials used by Holland in occupational classifications.

34. Osipow, Samuel H., THEORIES OF CAREER DEVELOPMENT, Meredith Corp., N. Y., 1973.

Covers some major concerns of career development theory: 1) an examination of current theories relevant to career planning, 2) a comparison of the similarities and differences of the theories, and 3) the roles of guidance counselors and the procedures used in career counseling. Includes: 1) Roe's Personality Theory of Career Choice, 2) Holland's Career Typology Theory of Vocational Behavior, 3) The Ginzberg, Ginsburg, Axelrad, and Herma Theory, 4) Psychoanalytic Conceptions of Career Choice, 5) Super's Developmental Self-Concept Theory of Vocational Behavior, 6) Personality and Career, 7) Social Systems and Career Decisions: The Situational Approach.

35. Osipow, Samuel, (ed.), EMERGING WOMAN: CAREER ANALYSIS AND OUTLOOKS, Charles Merrill Publishing Co., 1975.

Examines the social and sexual influences on women's career orientation and development. Looks at influence of sexual stereotypes and other barriers facing women. Would be valuable to anyone counseling female students.

36. Ryan, Charles W., CAREER DEVELOPMENT FOR YOUTH AND ADULTS, AMERICAN VOCATIONAL JOURNAL, Vol. 49, No. 9, December, 1974, p. 21, American Vocational Association.

The importance of career education is stressed, especially at the post-secondary level. Content includes components of career education activities and the functions of guidance and counseling departments.

37. Scaggs, William F., GUIDE TO ADULT EDUCATION COUNSELING, Prentice-Hall Adult Education Series, Englewood Cliffs, N. J., 1972.

Describes the process of adult counseling. May be used as a counselor's self-review with regard to his own competencies; discusses skills and understandings which are basic to adult career counseling. Of special interest are chapters dealing with questions often asked by both adult counselors and adult counselees.

38. Thoroman, E. C., THE VOCATIONAL COUNSELING OF ADULTS AND YOUNG ADULTS, Houghton Mifflin Co., Boston, 1968.

A "one-of-a-kind" book intended for use by adult-oriented guidance counselors. Discusses the philosophy, psychology, techniques and tools of adult counseling in addition to emphasizing the need for special guidance directed at specific target groups: veterans, women, the seriously disabled and the senior citizen.

D. Instructional Program.

39. Adams, Glen A., PREVENTIVE CAREER COUNSELING - PROVING IT WORKS, JOURNAL OF COLLEGE PLACEMENT, Vol. 34, No. 3, Spring, 1974, 26-35.

Illustrates the benefits to freshmen of a career counseling course at a community college in Washington. Concerned that open door admissions policy has become a revolving door. Describes the content of the counseling course designed to stimulate self-analysis. Results exhibit positive influence of career counseling on academic performance, attitudes toward college, and self-concept.

40. Delvin, Thomas C., CAREER DEVELOPMENT COURSES, JOURNAL OF COLLEGE PLACEMENT, Vol. 34, No. 4, Summer, 1974, 62-68.

Discusses use of courses to teach career exploration techniques. Includes job-oriented courses for upperclassmen, occupational information classes, and "career dynamics" courses which guide the student to an understanding of the importance of work to self. Discusses the five developmental stages identified by the author as encompassing a theoretical framework: identifying background, model building, model application, occupational exploration, and integration.

41. District One Technical Institute, A GUIDE TO CAREER EDUCATION, Eau Claire, Wisconsin, 1972.

The World of Work is discussed through the 15 occupational clusters. Elements and concepts of career education are included, followed by suggested activities to be incorporated. A resource listing is of interest along with an appendix inclusion discussing the use of ERIC.

42. Figler, Howard E., VOCATIONAL EXPLORATION FOR LIBERAL ARTS STUDENTS, JOURNAL OF COLLEGE PLACEMENT, Vol. 34, No. 1, October-November, 1973, 40-51.

Bemoans the pressure on liberal arts colleges for providing credentials for employment, the lack of opportunity for graduates to obtain challenging work, and the disillusionment felt by liberal arts graduates experiencing "damaged expectations". Exhorts counselors to aid students in holding out against the demands of a "credentialed society", to underline the flexibility inherent in a liberal arts person, and to dispell notions of the rigidity of the job market and the necessity of straight-line career progression. Describes the vocational exploration program at Dickinson College, criticizes present practices, and includes a program syllabus.

43. Fischer, John, SURVIVAL U, AFFIRMATIVE EDUCATION, Prentice-Hall, Englewoods, N. J., 1972.

Gives rationale for an early and significant reform of American higher education through "new" universities rather than in established institutions. Expounds on the University of Wisconsin-Green Bay campus as an ideal "new" university, focussing all studies on a single overriding subject: ecology. Discusses problems of changing the "old" universities, such as tenure. Analyzes problems related to relevancy at the post-secondary level.

44. Harris, Norman C., UPDATING OCCUPATIONAL EDUCATION, New Directions for Community Colleges, No. 4, Jossey-Bass, 1973.

Reviews the meaning of occupational education in the light of renewed federal interest and attempts at manpower forecasting. Looks at career education programs in health, public service, marine technology, and engineering fields. Details the strengths and potential problems of career education and articulates the need for more cooperation between two and four-year institutions. Closes with annotated bibliography of ERIC materials on the subject.

45. Lakeshore Technical Institute (District 11), K-14: CAREER EDUCATION GUIDE, Sheboygan, Wisconsin, 1972.

This guide resulted from an "articulation" project between the Sheboygan Public Schools and Lakeshore Technical Institute. Provides specific examples of concepts, objectives, classroom activities and resources appropriate for integrating Career Education into existing programs and curriculum. Counselor and other role definitions provide for curriculum input to further improve career opportunities and placement for all students.

46. Lee, John and William Anthony, I DON'T KNOW WHAT TO DO, YOU TELL ME!, JOURNAL OF COLLEGE PLACEMENT, Vol. 35, No. 1, Fall, 1974, 56-62.

Cites the lack of effective methods of career investigation among college students and hypothesizes that a career planning course can teach goal-setting personal understanding, and job-seeking skills. Viewed as response both to student needs and employer disillusionment with lack of business concepts among college students. Identifies steps in implementing such a course as assessing student needs, analyzing the present methods of career guidance at the institutions, developing a course meeting demands not being satisfied by other means, and running the course on experimental basis. Presents specific information on course at Florida State University.

47. Northeast Wisconsin Technical Institute (District 13), CAREER EDUCATION: CURRICULUM GUIDE, Green Bay, Wisconsin, 1975.

Essential elements and concepts which, when applied, help to establish and reinforce the student's career skills in decision making, exploration and value clarification. Includes numerous suggested behavioral objectives along with subsequent sample activities and resources.

48. Phillips, James and Jimmie Fields, THE CONTRIBUTION OF TWO-YEAR POST-SECONDARY SCHOOLS TO EDUCATION FOR BUSINESS, FOUNDATIONS OF EDUCATION FOR BUSINESS, 288-295, 1975, National Business Education Association, Reston, Virginia.

Discusses the philosophy of business education at grades 13-14, trends and practices in curriculum development, and the challenges facing post-secondary business education..

49. Ristau, Robert A., CONCEPT DEVELOPMENT IN CAREER EDUCATION: A BASIS FOR ARTICULATION AND COORDINATION, ELAN, Eastern Michigan University, College of Education, 1975.

Presents a discussion of concepts in curriculum development and shows how career development concepts are useful in developing career education learning experiences. Goals and objectives appropriate for courses in career education also are presented.

50. Schuman, Patricia, MATERIALS FOR OCCUPATIONAL EDUCATION, R. R. Bowker Co., N. Y., 1971.

An annotated source guide, designed to be used at the post-secondary level, particularly the community college or technical institute. The materials contained are included for use by those involved in career education both as counseling tools and as curriculum content.

E. Field Experience.

51. Dudley, John, IMPLEMENTING FIELD EXPERIENCE EDUCATION, Jossey-bass, 1974.

A collection of articles which describes present practices in the field of experiential education and offers suggestions based on the author's studies. A resource for those interested in the field; includes descriptions of an urban community-college program, a state university's cross-culture studies and The North Carolina service-learning intern program. Discusses personnel involved in these programs and their roles, program development, problems, evaluations, resource information, "Organizing Innovation...", and "Acceptability of Field Experience in Traditional Institutions".

52. Fulton, George P., and Rees Morrison, SHARE IT - YOU'LL LIKE IT, JOURNAL OF COLLEGE PLACEMENT, Vol. 34, No. 3, Spring, 1974, 45-48.

Short case study of the Shared Experience Program at Western Electric. Program based on voluntary participation and centers around personal and working relationship between the student and a sponsor. Attempts to add to students confidence and aid in goal clarification.

53. Heil, John, TEACHING, TRAINING, AND THE LIBERALS CURRICULUM, LIBERAL EDUCATION, Vol. 60, No. 3, October, 1974, 308-315.

Questions recruiting students through career-oriented courses. Disputes contention that liberal arts curriculum is irrelevant. Contends that advantages of experiential learning are only short-term. Argues that practical experience must be founded in theory to be advantageous to the learner.

54. Meinert, Charles W., and Sherry Penney, CREDIT FOR LIFE: ESTABLISHING INSTITUTIONAL POLICY AND PROCEDURES, JOURNAL OF HIGHER EDUCATION, Vol. 46, No. 1, June, 1975, 339-348.

Presents guidelines for the awarding of credit for experiential learning. Cautions against indiscriminate awards. Recommends consistency in procedures, careful record-keeping, and use of a review board.

55. Ritterbush, Philip C. (ed.), LET THE ENTIRE COMMUNITY BECOME OUR UNIVERSITY, Acropolis Books, 1972.

Deals with the needs for community involvement in education and for experiential learning. Approximately one-half of the content devoted to implementation plans for individualized degree system, cooperative education, internships, and field experience. Basically concerned with making education relevant in a fast-changing society by expanding the traditional boundaries of academic system. The final section discusses the fears of some and the hopes of others that the present colleges and universities will be replaced by alternative institutions.

56. Smith, Edward M., and Robert L. Fitts, BUSINESS INTERNSHIPS: LOOK BEFORE YOU LEAP, COLLEGIATE NEWS AND VIEWS, Vol. XXVII, No. 3, Spring, 1974, 1-4.

Discussion of planning and implementation of internships in higher education. Lists seven student benefits. Problem areas were analyzed with recommendations given.

57. Spille, Henry A., and Allan C. Hartley, CREDIT FOR EXPERIENCE IN PRACTICE, EDUCATIONAL RECORD, Vol. 56, No. 1, Winter, 1975, 55-58.

Describes a program of the University of Wisconsin-Green Bay in which the students are responsible for matching their experiences to the academic requirements and the faculty evaluates and validates the experiences. Liberal arts courses require related off campus participation in community organizations. Practicums are required during the January term. Discusses procedures and techniques and compares performance of students involved in the experiential program with other UWGB students.

58. Thomas, William C., EXPERIENTIAL EDUCATION - A RATIONALE FOR CREATIVE PROBLEM SOLVING, EDUCATION AND URBAN SOCIETY, Vol 7, No. 2, February, 1975, 172-181.

Notes weakness of most current experiential programs at colleges and universities. Concerned with lack of opportunity to gain problem-solving skills. Answers critics of granting credit by underlining values of this type of learning and by stressing that a legitimate program must produce measurable intellectual growth. Describes program at UCLA which incorporates student planning and implementation, and faculty evaluation.

59. Trask, Ann E., ACADEMIC CREDIT FOR COMMUNITY SERVICE LEARNING, FINDINGS, Educational Testing Service, Vol. 2, No. 1, 1975.

Describes the "University Year for ACTION" community service program, a federally funded undertaking which allows student to obtain a full

academic year of credit for full-time community work. Basis of awarding credit and evaluation techniques varied among the 53 participating institutions.

60. Wedemeyer, Richard H., NEEDED: THE VITAL ELEMENT OF FIELD EXPERIENCE, JOURNAL OF COLLEGE PLACEMENT, Vol. 30, No. 1, 78-82.

Describes the optional field experience program at Elmhurst College and the benefits students receive from the program. Presents field experience as an aid to future course and career selection.

F. Community Involvement.

61. Bennis, Warren, THE ROLE OF THE UNIVERSITY IN RESTORING THE URBAN HABITAT, EDUCATIONAL RECORD, Vol. 55, No. 4, Fall, 1974, 223-228.

Calls for increased involvement of universities in their immediate environment. Recommends regarding all of society as a clientele, utilizing "non-university based professionals", retraining of "mature" professionals, and greater use of the community as a classroom. Deals specifically with problems faced and programs developed by The University of Cincinnati.

62. Butler, Harry, and John Bilorusky, EXPERIMENTING COMMUNITY: A NEW CURRICULUM FOR HUMAN SERVICE PROFESSIONALS, EDUCATION AND URBAN SOCIETY, Vol. 7, No. 2, February, 1975, 117-139.

Theoretically based. Calls for new higher educational experience in which learning occurs through interaction of students, faculty, other professionals, and the community. Proceeds from the assumption that the traditional learning process is not applicable to individuals who wish to learn how to deal with people. Stresses improvisation, lack of formal structure, continuous learning, and student initiative. Attempts to illustrate to student that all experiences have learning potential.

63. Cutlip, Scott M., A PROGRAM TO ACHIEVE PUBLIC UNDERSTANDING OF CAREER EDUCATION, The Center for Vocational and Tedhnical Education, The Ohio State University, 1971.

This pamphlet contains a thorough discussion of school systems and their attempts to relate to various key publics. Contains guidelines for school-community relations and addresses staff needs. Many ideas for community relations activities are presented and discussed.

64. Hansen, Lorraine S., CAREER GUIDANCE PRACTICES IN SCHOOL AND COMMUNITY, National Vocational Guidance Association, 1970.

Central concepts revolve around idea that teacher and community involvement are crucial to the success of a career development program. Combines current thinking and present practices in career planning, while including community involvement projects, innovative techniques, special

concerns, and future challenges. Geared toward junior-high and secondary level, but ideas could be useful to college personnel.

65. Parsons, Cynthia, COMMUNITY INVOLVEMENT: AN ESSENTIAL ELEMENT, CONTEMPORARY CONCEPTS IN VOCATIONAL EDUCATION, American Vocational Association, Washington, D. C., 1971.

Presents specific examples of what it means to have the community involved in a high school program. Develops some general guidelines and suggested activities that are generalizable to post-secondary education.

66. Sawyer, G. M., THE URBAN UNIVERSITY: TOWARD HARMONY OR HIATUS?, EDUCATIONAL RECORD, Vol. 55, No. 4, Fall, 1974, 229-236.

Exhorts higher education to become committed to serving the needs of the community. Describes the outreach internship program at Texas Southern University which attempts to involve the University in urban planning, the restructuring of the general education requirement to prepare student to deal with current problems, weekend colleges to attract non-traditional learners, etc. Discusses the attempts of TSU to meet the sociological needs of its surrounding community.

67. Wisconsin Board of Vocational, Technical and Adult Education, CAREER EDUCATION - A FAMILY APPROACH, Madison, Wisconsin, July 1, 1973.

Results of a study conducted in The Moraine Park VTAE district centered at Fond-du-Lac, Wisconsin. An attempt to determine "the relationship of family life patterns and family expectations and aspirations to career development patterns of children and adults". Description of the study and findings should be of use to anyone interested in career education, as the study supports the central role of family in influencing career choice.

G. Placement Services.

68. Buckingham, Lillian, and Arthur M. Lee, PLACEMENT AND FOLLOW-UP IN CAREER EDUCATION, Career Education Monograph No. 7, Center for Occupational Education, North Carolina State University, Raleigh, 1973.

This selection is designed to be specifically relevant to persons at the high school and post-secondary level. The monograph is divided into a rationale for placement and follow-up; a specific, detailed description of a placement and follow-up system, and a discussion devoted to program modifications to match local situations. According to the authors, placement is the "acid test" of any career education program.

69. Cimino, E. R., STEPS TO SUCCESS WITH YOUR CAREER FAIR, JOURNAL OF COLLEGE PLACEMENT, Vol. 34, No. 1, October-November, 1973, 59-63.

Explains the use of a career fair as a tool to dispel student naivete concerning the job market and to battle student uncertainty. Includes step-by-step approach to implementation. Results in increased use of placement services.

70. Folger, John K., THE JOB MARKET FOR COLLEGE GRADUATES, JOURNAL OF HIGHER EDUCATION, Vol. 43, No. 3, March, 1972, 203-222.

Examines errors in present manpower prediction techniques. Attempts to predict manpower needs for college graduates in the 1980's. Discusses the supply of college graduates and the problems of balancing supply and demand. Calls for educational planning to be more responsive to the needs of the job market or face the responsibilities for producing double the amount of college graduates needed.

71. Ginzberg, Eli, MEANINGFUL CAREERS FOR EDUCATED PEOPLE, JOURNAL OF COLLEGE PLACEMENT, Vol. 34, No. 1, October - November, 1973, 34-39.

Discusses the importance of longer stays in the educational process, rising affluence, two-bread winner families, and effects upon career decisions and developments. Predicts more mid-career transitions, more continuing education, more employee intolerance in unchallenging jobs. Employers and universities will be forced to respond by increased flexibility. University placement officers will become more involved in continuous placement and follow-up.

72. Grinspoon, Kenneth, THE URBAN CENTER: NEW APPROACHES TO URBAN EDUCATION, BUSINESS EDUCATION WORLD, p. 27, January - February, 1973, McGraw-Hill.

This editorial deals with the State University of New York's Urban Center in Brooklyn which offers nine basic programs leading to blue and white-collar jobs and to college admission. Counseling is of major importance and a job preparation course is required for all students in which all facets of securing a chosen job are dealt with. The Center boasts of 75% "success".

73. Hale, Lester L., A BOLD NEW BLUEPRINT FOR CAREER PLANNING AND PLACEMENT, JOURNAL OF COLLEGE PLACEMENT, Vol. 34, No. 2, December, 1973 - January, 1974, 34-40, and Vol. 34, No. 3, Spring, 1974, 68-74.

Condensed U. of Florida Study. Calls for integration of academic advising and career counseling, a select group of faculty as counselors, and a Career Counseling, Planning, and Placement Center. Recognizes reward structure must change to accommodate counseling in equal role with teaching and research. Requires close cooperation between Academic Affairs and Student Affairs and a university-wide career education program including formal courses. Recognizes the key role of faculty members.

74. Office of the Governor (Wisconsin), CAREERS IN WISCONSIN, Johnson Hill Press, Inc., Fort Atkinson, Wisconsin, 1972-73.

This guide seeks to inform prospective graduates of the state's many areas for vocational opportunity. These opportunities are organized according to four regions in the state. In addition, "Your Approach to the Job Hunt" gives advice to the prospective graduate.

75. Walker, Bruce J., and Susan J. Raanan and Thomas Lynch, TWO APPROACHES TO JOB-HUNTING WORKSHOPS, JOURNAL OF COLLEGE PLACEMENT, Vol. 34, No. 2, December, 1973 - January, 1974, 66-77.

Illustrates how a job workshop can supplement career education courses or temporarily fill the void if such courses are not available. U. of Kentucky workshop seeks to motivate students by making them aware of the potential of an active job hunting campaign and to impart job-hunting skills. Utilizes company recruiters as resource persons. The workshop at the University of Wisconsin - Milwaukee seeks to aid students in dealing with job interviews. Discusses successful techniques and describes the format of the workshop.

H. Evaluation.

76. Board of Vocational, Technical and Adult Education, District 11, ARTICULATION OF OCCUPATIONAL ORIENTATION, EDUCATION, AND PLACEMENT IN PRIVATE AND PUBLIC ELEMENTARY, SECONDARY AND POST-SECONDARY SCHOOLS, Final Evaluation Report, Sheboygan, Wisconsin, March, 1975.

Contains a comprehensive report on the evaluation of a three-year, funded project in career education. Includes a description of program operations and conclusions based on the evaluation. Appendices contain a number of instruments used by the evaluators in securing the information which was used in the evaluation process.

77. Center for Studies in Vocational and Technical Education, THIRD PARTY EVALUATION REPORT OF COMPREHENSIVE CAREER PLANNING SYSTEM, The University of Wisconsin-Madison, 1974.

Contains a detailed report on the evaluation of a career education project in the Rockford (Illinois) public schools. Gives background information on the project and contains a series of recommendations. Provides an insight into what an evaluation should produce in terms of a final report.

78. Center for Vocational and Technical Education, EVALUATING PROGRAM COMPONENTS, Module VII, The Administration of Career Education, The Ohio State University, Columbus, Ohio, 1973.

Presents a number of ideas relating to the evaluation process with special applications to career education programs. Discusses various approaches to evaluation; contains study materials and additional references. Several conceptual models for evaluation are presented.

79. Minnesota Research Coordinating Unit, SELF EVALUATION OF CAREER EDUCATION INSTRUCTION, University of Minnesota, 1973.

Contains some general procedures for approaching an evaluation of 20 different instructional activities. Contains forms to be used by teachers in the evaluation process.

80. Phi Delta Kappa National Study Committee on Evaluation, EDUCATIONAL EVALUATION AND DECISION-MAKING, F. E. Peacock Publishers, Inc., 1971.

Contains an extensive discussion of evaluation techniques and procedures. Presents an excellent overview of the evaluation process and the utilization of evaluation data in decision-making. Includes several models for evaluation.

81. Ristau, Robert A. and Merle Strong, CAREER EDUCATION: DEFINITIONS, NEEDS, AND DELIVERY SYSTEMS, WISCONSIN JOURNAL OF PUBLIC INSTRUCTION, March, 1972.

Discusses career education from several viewpoints. Includes a list of areas to be investigated in needs assessments and discusses some instruments suitable for use in the assessments. Discusses the role of universities in helping to develop state-wide career education programs.